



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2745 E. 18th St., Tucson, AZ 85716

Tucson Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing  
2004-05 Performing  
2003-04 Performing

(a) For additional information,  
please refer to Achievement  
Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 Warning Year  
2004-05 N/A  
2003-04 N/A

(b) For additional information,  
please refer to the AYP page in this  
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mr. Robert Christopher Pitts  
Schedule : 08:00 AM to 04:00 PM  
Grades : K-5  
Web Address :  
Phone Number : (520) 232-7800  
Fax Number : (520) 232-7801  
E-mail : Robert.Pitts@tUSD.k12.az.us

### Mission

All faculty and staff members work together as a family, so that every student, especially our at-risk students, can grow academically, physically and socially in a well-integrated, culturally rich and ethnically balanced environment. Members of the Robison community achieve in an environment of high expectations and aspirations.

### School / Academic Goals

- ü Students in grades K-1 learn the basics of good student conduct through the PeaceBuilders Program. It emphasizes good behavior by trying your best; seeking wise people when in trouble; speaking up when it is important and correcting a wrong.
- ü Students in grades 2-3 learn that setting goals and accomplishing them will lead to greater successes. Students gain a greater understanding of what it takes to do well in school, at sports, at home and in the community.
- ü Move 5% of students in 4th grade cohort out of Approaching and into Meets and Exceeds in reading as measured by the AIMS 4th grade test.
- ü Increase the level of mastery in writing at all grades over the 1st quarter writing prompts to 55% as measured by 4th quarter writing prompts.

### Enrollment

October 1, 2005 School Year Student Enrollment : 371  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 15

## Instructional Programs

- Ü Alternative
- Ü Gifted Program Resource
- Ü 3 Full-Day Kindergartens
- Ü On-Site Sp. Ed. K-5 (3 Self-Contained)
- Ü Geography Resource
- Ü Art Resource
- Ü LAP Tutoring

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 10 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

Robison's offers a wide variety of educational opportunities and experiences to students. Teachers model exploration, patience, interest and understanding. The school keeps the community informed about the experiences and opportunities at school.

### Parents

Parents must communicate with their children's teacher and school administration to find out what is happening in their child's classroom. Communication allows parents to be active in the learning process.

## Transportation Policy

Currently only special education students ride the bus. Students who ride the bus are required to be on time to catch the bus for school and after school. The bus is responsible for being on time, clean, warm in the winter and safe.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Top 34 Cleanest School Award	2003
Ü Top 34 Cleanest School Award	2004
Ü Labeled as a Performing School	2004
Ü Labeled as Performing School	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	4704	80010	93	99	99	442	443	447	9	11	10	23	20	18	54	54	53	14	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2282	38935	93	99	99	437	444	447	11	9	9	25	20	19	57	57	55	7	14	17
Male	37	2422	40974	93	99	98	445	441	448	8	12	11	22	21	18	51	52	52	19	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	55	2729	34545	96	99	99	438	435	432	9	12	14	25	24	24	55	54	53	11	10	9
Asian/Pacific Islander	--	111	2068	--	97	99	--	472	474	--	5	4	--	12	10	--	54	50	--	29	36
American Indian/Alaskan Native	--	182	3979	--	97	96	--	425	424	--	15	17	--	26	30	--	54	47	--	5	6
White	NC	1370	35142	NC	99	99	NC	462	465	NC	6	5	NC	12	11	NC	57	56	NC	26	28
Students with Disabilities	12	594	10161	75	94	93	441	415	419	25	30	28	25	27	28	33	37	36	17	6	8
Students without Disabilities	53	4110	69849	98	100	100	442	446	451	6	8	7	23	19	17	58	57	56	13	16	19
Limited English Proficient Students	15	739	14013	100	98	97	403	410	413	33	27	24	47	35	34	20	35	39	NA	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	45	2469	39029	92	99	98	445	435	432	7	12	14	27	24	25	49	54	52	18	9	9
Non-Economically Disadvantaged	20	2235	40981	95	99	100	433	451	462	15	9	6	15	16	13	65	54	54	5	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	4701	79438	93	99	98	442	446	451	8	10	9	31	27	24	58	55	56	3	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2284	38775	93	99	99	440	453	457	11	8	7	36	24	22	50	58	58	4	11	13
Male	37	2417	40560	93	99	97	443	440	446	5	13	12	27	29	25	65	52	54	3	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	55	2723	34297	96	99	99	439	438	434	7	12	14	33	30	31	60	52	50	NA	5	5
Asian/Pacific Islander	--	111	2063	--	97	99	--	474	475	--	4	3	--	14	15	--	65	63	--	17	20
American Indian/Alaskan Native	--	186	3940	--	99	95	--	432	429	--	14	14	--	34	36	--	49	47	--	3	3
White	NC	1369	34887	NC	99	98	NC	465	471	NC	5	4	NC	18	15	NC	62	63	NC	15	18
Students with Disabilities	12	585	9588	75	93	88	428	410	416	17	30	30	33	36	32	50	32	34	NA	3	5
Students without Disabilities	53	4116	69850	98	100	100	444	451	456	6	8	7	30	25	23	60	58	59	4	9	12
Limited English Proficient Students	15	734	13856	100	98	96	396	403	407	27	29	27	60	44	43	13	26	29	NA	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	45	2460	38685	92	98	97	442	437	435	9	12	14	31	30	32	56	53	50	4	4	5
Non-Economically Disadvantaged	20	2241	40753	95	99	99	441	456	467	5	8	5	30	23	16	65	57	62	NA	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	4706	79971	97	99	99	416	420	423	6	7	8	50	43	41	44	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2287	38974	93	99	99	429	432	437	4	5	5	50	36	33	46	57	57	NA	2	4
Male	40	2419	40895	100	99	98	408	408	410	8	9	10	50	50	47	43	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	56	2724	34481	98	99	99	420	416	410	2	7	10	54	46	46	45	46	43	NA	1	1
Asian/Pacific Islander	--	113	2067	--	98	99	--	438	449	--	6	4	--	37	28	--	51	60	--	5	8
American Indian/Alaskan Native	--	185	3995	--	98	96	--	414	409	--	9	10	--	43	47	--	49	42	--	NA	1
White	NC	1373	35150	NC	99	99	NC	430	437	NC	5	5	NC	38	35	NC	54	56	NC	3	5
Students with Disabilities	15	604	10258	94	96	94	376	373	377	20	22	23	53	55	51	27	23	25	NA	1	1
Students without Disabilities	53	4102	69713	98	99	100	425	426	429	2	5	5	49	41	39	49	52	52	NA	2	3
Limited English Proficient Students	15	741	13985	100	99	97	385	378	382	13	19	18	67	56	54	20	25	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	47	2467	38994	96	99	98	420	414	409	4	8	10	49	47	47	47	45	41	NA	1	1
Non-Economically Disadvantaged	21	2239	40977	100	99	100	408	427	437	10	6	5	52	39	34	38	53	56	NA	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	4554	80147	79	98	99	455	474	482	17	13	11	29	20	17	45	48	49	10	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	2200	39281	95	98	99	478	475	483	5	11	9	25	22	17	50	48	50	20	19	24
Male	22	2352	40780	69	97	98	424	473	482	27	14	12	32	19	17	41	48	48	NA	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	33	2529	33494	80	98	99	452	466	466	21	15	15	30	24	23	39	47	49	9	14	14
Asian/Pacific Islander	NC	109	2103	NC	99	99	NC	508	515	NC	7	4	NC	6	8	NC	49	44	NC	39	45
American Indian/Alaskan Native	--	219	4117	--	95	96	--	447	456	--	25	19	--	31	27	--	37	46	--	7	8
White	NC	1383	36122	NC	98	99	NC	492	501	NC	7	5	NC	14	10	NC	51	50	NC	28	35
Students with Disabilities	10	589	10295	48	88	92	NA	439	443	NA	35	33	NA	26	26	NA	34	33	NA	6	8
Students without Disabilities	32	3965	69852	100	100	100	456	479	488	19	10	7	31	20	16	38	50	51	13	21	26
Limited English Proficient Students	NC	669	12722	NC	97	97	NC	439	441	NC	27	27	NC	35	33	NC	34	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	26	2431	38371	74	97	97	460	464	465	19	16	15	27	24	23	42	47	49	12	13	13
Non-Economically Disadvantaged	16	2123	41776	89	98	100	447	485	498	13	9	6	31	16	11	50	49	49	6	25	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	4563	79686	79	98	98	438	463	470	21	13	11	33	27	24	43	53	57	2	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	2214	39163	95	99	99	453	468	475	15	10	9	40	25	22	40	57	60	5	8	10
Male	22	2347	40438	69	97	97	420	457	465	27	16	13	27	30	25	45	49	54	NA	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	33	2525	33299	80	98	98	437	454	452	24	16	17	36	32	32	36	48	47	3	4	3
Asian/Pacific Islander	NC	109	2097	NC	99	99	NC	484	490	NC	6	5	NC	12	13	NC	73	68	NC	8	14
American Indian/Alaskan Native	--	223	4087	--	97	96	--	445	446	--	21	16	--	35	38	--	43	44	--	2	2
White	NC	1388	35914	NC	99	98	NC	482	489	NC	6	5	NC	19	15	NC	63	67	NC	12	14
Students with Disabilities	10	593	9808	48	88	87	NA	425	432	NA	37	35	NA	32	32	NA	28	30	NA	3	3
Students without Disabilities	32	3970	69878	100	100	100	439	468	475	25	9	8	38	27	23	34	57	61	3	7	9
Limited English Proficient Students	NC	666	12594	NC	97	96	NC	420	422	NC	34	34	NC	47	45	NC	19	21	NC	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	26	2438	38095	74	98	97	445	452	452	23	17	17	19	32	32	54	48	48	4	3	3
Non-Economically Disadvantaged	16	2125	41591	89	98	99	427	475	486	19	9	6	56	23	16	25	59	65	NA	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	4592	80372	100	99	99	449	474	475	6	4	4	47	31	30	47	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	2219	39452	100	99	99	485	485	488	NA	3	3	24	22	22	76	72	72	NA	2	3
Male	32	2371	40836	100	98	98	419	463	464	9	5	6	63	38	37	28	56	56	NA	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	41	2551	33608	100	99	99	449	469	462	5	5	6	51	33	36	44	61	57	NA	1	1
Asian/Pacific Islander	NC	110	2098	NC	100	99	NC	487	500	NC	3	2	NC	19	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	NC	1388	36213	NC	99	99	NC	486	489	NC	2	2	NC	26	22	NC	69	72	NC	3	3
Students with Disabilities	21	628	10526	100	93	94	429	427	427	5	14	15	57	53	53	38	32	31	NA	1	1
Students without Disabilities	32	3964	69846	100	100	100	458	480	482	6	3	3	41	27	26	53	69	69	NA	2	2
Limited English Proficient Students	10	674	12747	100	98	97	NA	426	432	NA	14	12	NA	51	52	NA	34	36	NA	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	35	2454	38521	100	98	98	444	463	461	9	6	6	49	35	38	43	59	55	NA	1	1
Non-Economically Disadvantaged	18	2138	41851	100	99	100	460	485	489	NA	2	3	44	26	22	56	69	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	4552	79306	84	98	99	482	496	504	19	16	13	32	23	20	43	47	49	6	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	2186	38845	84	98	99	494	496	505	13	14	11	25	24	20	50	49	50	13	14	18
Male	37	2365	40383	84	97	98	477	496	504	22	18	14	35	22	19	41	45	47	3	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	45	2530	32673	87	98	99	488	485	487	16	19	18	29	27	25	49	45	46	7	9	10
Asian/Pacific Islander	NC	131	2147	NC	98	99	NC	532	539	NC	5	5	NC	11	10	NC	49	46	NC	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	NC	1420	36234	NC	97	99	NC	517	523	NC	8	6	NC	16	13	NC	51	52	NC	25	28
Students with Disabilities	NC	573	10286	NC	85	91	NC	456	462	NC	44	41	NC	29	27	NC	23	27	NC	3	5
Students without Disabilities	51	3979	69020	98	100	100	484	501	510	18	12	9	31	22	18	45	50	52	6	16	21
Limited English Proficient Students	10	593	10291	63	96	96	NA	456	458	NA	41	38	NA	32	34	NA	26	26	NA	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	38	2380	37437	83	98	97	483	484	486	18	20	19	37	26	26	37	45	46	8	9	9
Non-Economically Disadvantaged	15	2172	41869	88	98	100	482	508	521	20	11	7	20	18	14	60	49	51	NA	21	27

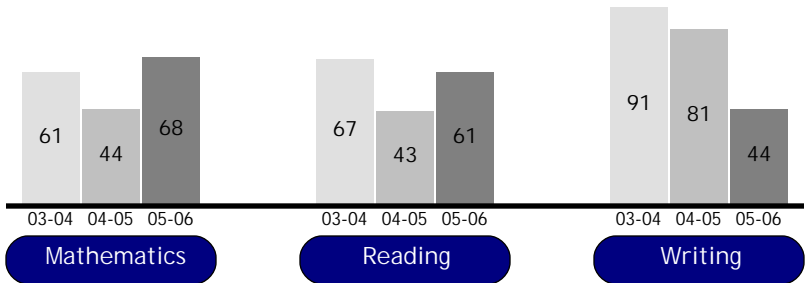
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	4596	79000	84	99	98	474	483	489	13	11	10	32	28	24	55	54	58	NA	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	2204	38774	84	99	99	481	488	494	6	7	7	38	27	22	56	57	61	NA	8	10
Male	37	2391	40150	84	98	98	471	479	485	16	14	12	30	28	25	54	53	55	NA	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	45	2553	32508	87	99	98	480	473	472	11	13	15	27	34	33	62	49	49	NA	4	3
Asian/Pacific Islander	NC	134	2142	NC	100	99	NC	503	510	NC	3	4	NC	21	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	NC	1435	36135	NC	98	98	NC	503	508	NC	6	4	NC	17	14	NC	64	67	NC	13	15
Students with Disabilities	NC	617	9991	NC	91	88	NC	442	449	NC	38	33	NC	37	36	NC	24	29	NC	2	2
Students without Disabilities	51	3979	69009	98	100	100	475	489	495	14	7	6	31	26	22	55	59	62	NA	8	10
Limited English Proficient Students	10	604	10199	63	97	95	NA	439	439	NA	34	35	NA	47	47	NA	18	18	NA	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	38	2403	37234	83	98	97	469	472	472	11	14	15	42	34	33	47	49	50	NA	3	3
Non-Economically Disadvantaged	15	2193	41766	88	99	99	485	495	505	20	8	5	7	21	16	73	60	65	NA	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	4607	79611	95	99	99	490	500	496	7	5	7	47	36	37	47	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	2206	39016	95	99	99	511	514	511	NA	3	4	33	26	29	67	70	66	NA	1	1
Male	42	2400	40519	95	99	98	480	488	482	10	7	10	52	44	44	38	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	50	2557	32855	96	99	99	496	495	481	6	6	10	42	39	43	52	55	47	NA	0	0
Asian/Pacific Islander	NC	134	2149	NC	100	100	NC	524	519	NC	2	4	NC	28	24	NC	69	70	NC	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	NC	1445	36380	NC	99	99	NC	510	511	NC	4	4	NC	29	30	NC	66	65	NC	1	1
Students with Disabilities	10	643	10664	91	95	94	NA	442	440	NA	20	23	NA	57	54	NA	22	22	NA	1	1
Students without Disabilities	50	3964	68947	96	100	100	499	509	504	4	3	4	42	32	34	54	64	61	NA	0	1
Limited English Proficient Students	13	609	10362	81	98	97	459	448	438	8	17	22	77	58	57	15	25	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	43	2415	37626	93	99	98	486	492	479	7	6	10	51	41	45	42	52	45	NA	0	0
Non-Economically Disadvantaged	17	2192	41985	100	99	100	499	510	511	6	4	4	35	30	30	59	65	65	NA	1	1

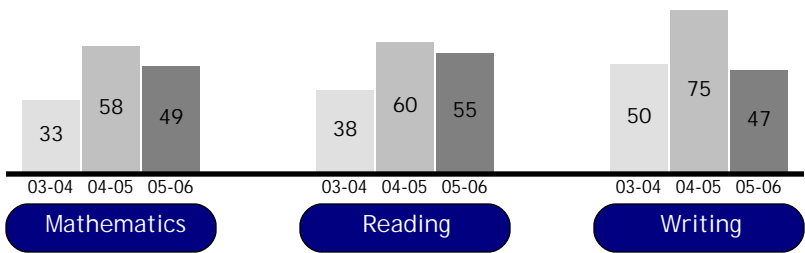
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	80	39	NA	58	95	43	43	47	96	27	44	46
	Language	84	33	45	50	95	37	42	47	96	27	44	48
	Mathematics	86	48	56	64	95	46	48	50	96	35	50	52
3	Reading	98	48	NA	55	87	32	41	44	89	41	43	46
	Language	98	57	56	61	87	32	40	44	94	37	43	46
	Mathematics	95	62	53	61	83	36	47	51	89	44	48	52
4	Reading	94	47	NA	56	97	41	43	48	66	32	46	52
	Language	94	43	45	52	97	40	44	49	87	32	48	52
	Mathematics	94	49	50	61	98	45	48	53	66	43	52	58
5	Reading	91	40	NA	55	93	46	46	50	84	43	50	56
	Language	93	32	41	49	93	47	46	50	97	37	50	54
	Mathematics	93	43	53	63	93	45	45	49	84	39	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Robison Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Balanced Literacy Program
- Ü Science Night
- Ü School Newsletter
- Ü Science Program Schoolwide
- Ü Family Math Program
- Ü Fund Raising

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	19.00
Other Professional Staff	5.00	Teacher Aide	7.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	3	3	0	0
7 to 9 years	1	1	0	0
10 or more years	2	9	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Multipurpose Room
- Ü Library

### Extracurricular Activities

- Ü After-School Softball
- Ü Soccer Practice/Reid Park Soccer League
- Ü After-school Basketball
- Ü Dance
- Ü Kidco

### Social Services

- Ü Girl Scouts
- Ü Parent/Teacher Site Council
- Ü Clothing/Food
- Ü Adult ESL
- Ü Parent Love and Logic

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Mastery of reading (72.0%), and math (82.2) skills in the 3rd grade, as measures by AIMS, increased by 26% and 28.9% in reading and math respectively. Overall reading and math scores increased by 3.9% in reading and 3.1 % in math.
- ü Robison earned the 'Fourty Eight' award for being one of the cleanest schools of the 106 schools in the district.
- ü Attendance remained above the district average at 95%

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	95	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

In order to promote a safe and orderly climate for learning, Robison Elementary has a safety, emergency and crisis procedure plan.

Schoolwide and classroom lessons on behavioral issues such as aggression and problem solving skills. Robison is a Love and Logic school and implements an Anti-bullying curriculum through the counselor.

Parents, teachers and students are taught ways to resolve problems using words and reason skills.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

8

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Robert Pitts	(520) 232-7800
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Shelly Duran	(520) 225-6430
School Nutrition Programs	Pam Palmo	(520) 225-4700
Parent Organization	Meg Gebert	(520) 232-7800
Student Health/Nurse	Janet Lew	(520) 232-7800

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.